

Wilson County Schools
Suggested Curriculum Framework for NCSCOS by Quarter
GRADE _2nd_

District Expectations		
mClass Reading 3D	All K-3 teachers	<u>Reading 3D Benchmark Guidelines</u> <u>See FAQ from DPI</u> <u>Read to Achieve Livebinder</u> <u>NC Written Response to Text</u>
90 Minute Reading Block	All K-5 teachers	<u>90 Minute Reading Block Example</u> <u>Planning for 90 minute Literacy Block</u> <u>Blank Planning Template</u> <u>Literacy Block Example</u>
Writing Plan for all Content Areas	All K-5 teachers	<u>WCS Writing Plan</u>
Balanced Literacy	All K-5 teachers	<u>Balanced Literacy (see WCS BL Framework)</u>
Thinking Maps across all Content Areas	All K-5 teachers	<u>Thinking Maps Learning Community</u> <u>Thinking Maps Aligned to Reading & Writing Standards</u> <u>Posters, Keywords, Parent Letters</u>
Motivation Math	1-5 teachers	<u>Motivation Math Online</u>
90 Minute Math Block (Guided Math)	All K-5 teachers	<u>Quick overview of Guided Math</u>
Student Portfolios	All K-5 teachers	<u>K-3 Portfolio Cover</u>
Standards Based Report Cards	K-2 teachers	<u>Parents Guide</u>

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Once a standard has been taught, it will be reviewed every nine weeks

MATH	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
Domain	Standards Cluster 1 Cluster 2	Standards Cluster 3 Cluster 4	Standards Cluster 5 Cluster 6	Standards Cluster 7 Cluster 8 Cluster 9
Operations & Algebraic Thinking Community Resources	<p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> ● One-Step problems: <ul style="list-style-type: none"> ○ Add to/Take from-Start Unknown ○ Compare-Bigger Unknown ○ Compare-Smaller Unknown ● Two-Step problems involving single digits: <ul style="list-style-type: none"> ○ Add to/Take from-Change Unknown <p>NC.2.OA.2 Demonstrate fluency with addition and</p>	<p>NC.2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.</p>	<p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> ● One-Step problems: <ul style="list-style-type: none"> ○ Add to/Take from-Start Unknown ○ Compare-Bigger Unknown ○ Compare-Smaller Unknown ● Two-Step problems involving single digits: <ul style="list-style-type: none"> ○ Add to/Take from-Change Unknown 	<p>NC.2.OA.1 Represent and solve addition and subtraction word problems, within 100, with unknowns in all positions, by using representations and equations with a symbol for the unknown number to represent the problem, when solving:</p> <ul style="list-style-type: none"> ● One-Step problems: <ul style="list-style-type: none"> ○ Add to/Take from-Start Unknown ○ Compare-Bigger Unknown ○ Compare-Smaller Unknown ● Two-Step problems involving single digits: <ul style="list-style-type: none"> ○ Add to/Take from-Change Unknown

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	<p>subtraction, within 20, using mental strategies.</p> <p>NC.2.OA.3 Determine whether a group of objects, within 20, has an odd or even number of members by:</p> <ul style="list-style-type: none"> • Pairing objects, then counting them by 2s. • Determining whether objects can be placed into two equal groups. • Writing an equation to express an even number as a sum of two equal addends. 			
<p>Numbers & Operations in Base Ten</p> <p>Community Resources</p>	<p>NC.2.NBT.2 Count within 1,000 (100); skip-count by 5s, 10s, and 100s.</p> <p>NC.2.NBT.5 Demonstrate fluency with addition and subtraction, within 100, by:</p> <ul style="list-style-type: none"> • Flexibly using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. • Comparing addition and subtraction strategies, and explaining why they 	<p>NC.2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.</p> <ul style="list-style-type: none"> • Unitize by making a hundred from a collection of ten tens. • Demonstrate that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds, with 0 tens and 0 ones. 	<p>NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.</p> <p>NC.2.NBT.7 Add and subtract, within 1,000, relating the strategy to a written method, using:</p> <ul style="list-style-type: none"> • Concrete models or drawings • Strategies based on place value • Properties of operations • Relationship between 	

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	<p>work.</p> <ul style="list-style-type: none"> Selecting an appropriate strategy in order <p>NC.2.NBT.6 Add up to three two-digit numbers using strategies based on place value and properties of operations.</p> <p>NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	<ul style="list-style-type: none"> Compose and decompose numbers using various groupings of hundreds, tens, and ones. <p>NC.2.NBT.2 Count within 1,000; skip-count by 5s, 10s, and 100s.</p> <p>NC.2.NBT.3 Read and write numbers, within 1,000, using base-ten numerals, number names, and expanded form.</p> <p>NC.2.NBT.4 Compare two three-digit numbers based on the value of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons</p>	<p>addition and subtraction</p> <p>NC.2.NBT.8 Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.</p>	
<p>Measurement & Data</p> <p>Community Resources</p>	<p>NC.2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points and represent whole-number sums and differences, within 100, on a number line.</p>	<p>NC.2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>NC.2.MD.1 Measure the length of an object in standard units by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.</p> <p>NC.2.MD.2 Measure the length of an object twice, using length units of</p>	<p>NC.2.MD.8 Solve word problems involving:</p> <ul style="list-style-type: none"> Quarters, dimes, nickels, and pennies within 99¢, using ¢ symbols appropriately. Whole dollar amounts, using the \$ symbol appropriately. <p>NC.2.MD.10 Organize,</p>

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			<p>different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p>NC.2.MD.3 Estimate lengths in using standard units of inches, feet, yards, centimeters, and meters.</p> <p>NC.2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.</p> <p>NC.2.MD.5 Use addition and subtraction, within 100, to solve word problems involving lengths that are given in the same units, using equations with a symbol for the unknown number to represent the problem.</p>	<p>represent, and interpret data with up to four categories.</p> <ul style="list-style-type: none"> • Draw a picture graph and a bar graph with a single-unit scale to represent a data set. • Solve simple put-together, take-apart, and compare problems using information presented in a picture and a bar graph.
<p>Geometry</p> <p><u>Community Resources</u></p>				<p>NC.2.G.1 Recognize and draw triangles, quadrilaterals, pentagons, and hexagons, having specified attributes; recognize and describe attributes of rectangular prisms and cubes.</p>

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				<p>NC.2.G.3 Partition circles and rectangles into two, three, or four equal shares.</p> <ul style="list-style-type: none">• Describe the shares using the words halves, thirds, half of, a third of, fourths, fourth of, quarter of.• Describe the whole as two halves, three thirds, four fourths.• Explain that equal shares of identical wholes need not have the same shape.
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